

MIDDLE SCHOOL TRANSFORMATION

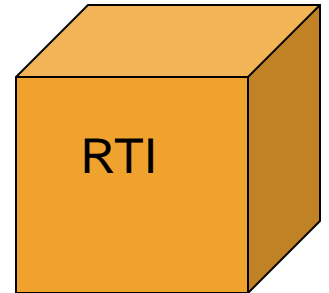
Introduction

Kim Sampietro – Reading Support Coordinator Brunswick Jr. High School

Susanna Sharpe – Math Support Coordinator Brunswick Jr. High School

This we know >>>

There is no RTI in a box.



You need to customize your program to fit your school.

This involves a huge change in business as usual.

This will not be done without pain.

There will be push back.

The benefits are worth it.

Goals for today's session:

- 1) Program implementation – who, what, when, why and how
- 2) Sharing of paperwork, favorite resources, experiences
- 3) Is it working? What's next? Issues?



Please feel free to stop and ask a question.

Program implementation

Why – District goal to have a program in place prior to mandate, we didn't make AYP for math

Who – Started with us and one other person for reading and math, then we reallocated staff (now 7 of us; 3m;4r)

What – Lots of research, restructuring, staff development, administrative support

When – SY 09-10 continued and expanded SY 10-11 – revised SY 11-12, 12-13

SUGGESTED STAGES

- 1) Exploration – learn, form a team
- 2) Installation – what delivery model to be used, what do we have and need, figure out the who, what , when, and where, and don't forget what assessments to use
- 3) Initial implementation
- 4) Full implementation – problem solving teams, 3 tiered layers, professional development
- 5) Innovation – improve
- 6) Sustainability

Roles and Responsibilities (people in the reading and math support programs)

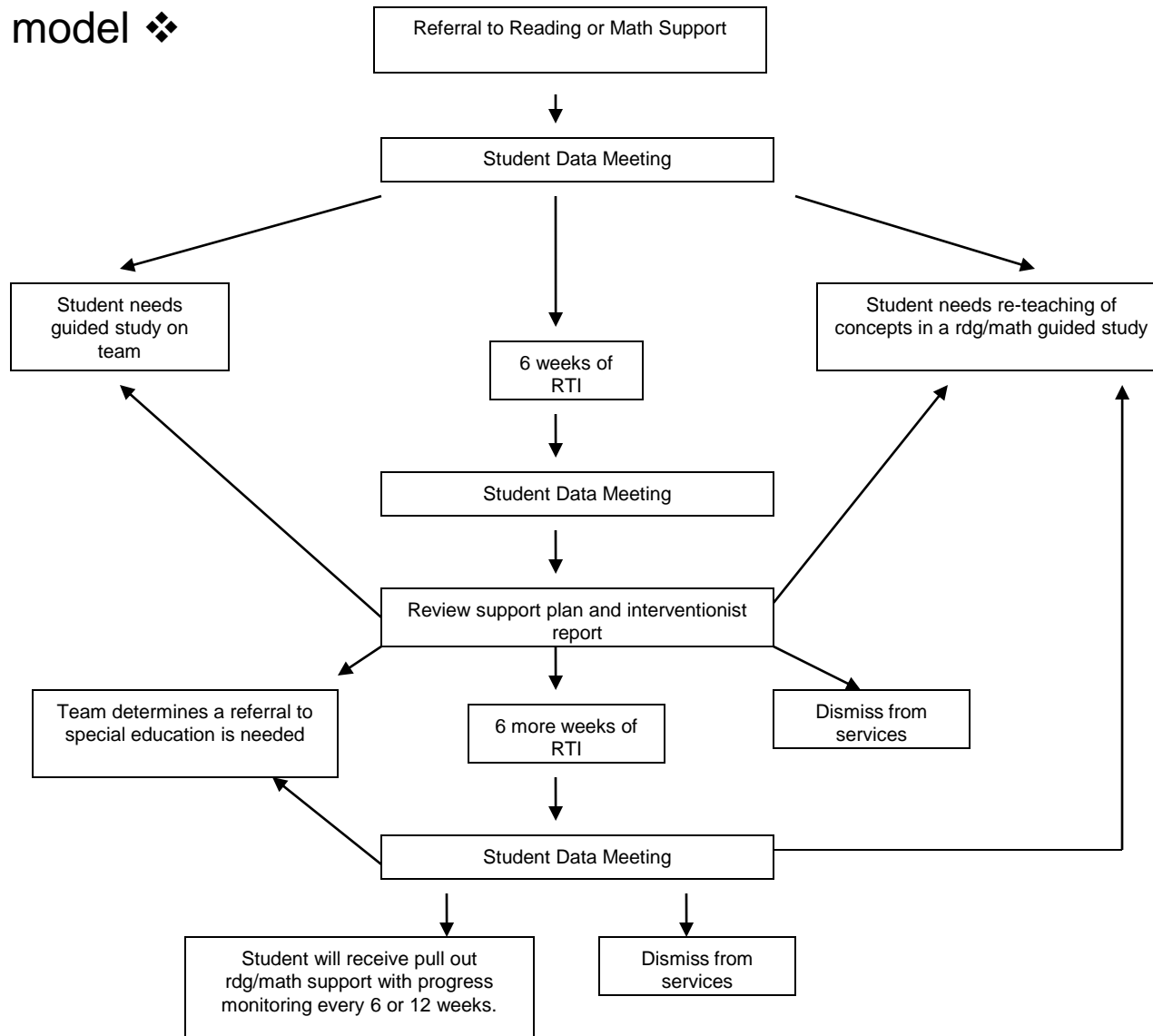
Coordinator

- Liaison to administration, guidance, special education, departments, teams, other schools within the district
- In charge of assessment
- Budget
- Data management
- Schedule of strategists and students
- Work with students (in-class and pull-out)
- Staff development

Strategists

- Work with teachers and teams, intervention work with students, paperwork

Our model ❖



Process

Referral Process

- A) Contact parent about your concern; note the method and the date. Collect data on the student.
- B) Complete a referral form
- C) Submit the referral form to your principal.
- D) If the referral is accepted, you will be invited to the next data team meeting. The data team will review the referral, discuss student progress, and ultimately need to figure out what type and level of service is needed and the best time to provide the service. Prior to the data day please talk to your team about how they feel about this student potentially being pulled from their class.

Data Meetings (Initial referral meeting)

Prior to the meeting

- Teacher referrals should be reviewed by an administrator and assigned a case manager.
- Ensure that an administrator, guidance counselor, and special education rep is present at each referral meeting.
- Notify team members and referring teachers of time, location and date of referral meetings.
- Make sure a schedule has been organized for the referrals and problem-solving teams;
- Make sure a master OUTCOMES spreadsheet list of all referred students is ready

During the meeting

Teacher shares the referral with the team. Discussion ensues.
Support plan drafted (accept or reject or table)

After the meeting

The case manager mails home a letter stating the meeting outcomes to the parent(s)
Copy of letter and support plan put in cum file

Data Meetings (Support plan review meeting)

Support Plan Review Meeting Steps

- Interventionist report shared

- Create a support plan review form

 - Change interventionist? Change Student schedule?

 - Increase or decrease support?

 - Continue, dismiss, refer to special ed ?

 - Review recent classroom grades

 - Review new assessment data (if any)

After the meeting:

- The case manager mails home a letter stating the meeting outcomes to the parent(s) and a copy of the interventionist report

- Copy of letter and support plan review put in cum file

WHAT WE OFFER FOR READING SUPPORT:

- ◆ Small LA classes (teachers loop, follow same curriculum) (tier 1)
- ◆ Pull-out (tiers 2 and 3)
- ◆ Strategists assigned to teams to provide in class support to students

WHAT OUR PULL OUT PROGRAM INCLUDES:

- ◆ Emphasis on fluency, vocabulary, and or comprehension
- ◆ Skill deficit approach
- ◆ Strategy approach
- ◆ Blend of fiction and informational texts
- ◆ High interest – good fit books
- ◆ Use of technology

Consistency in the instruction from class to class is also paramount to the success of any intervention program.

What we offer for math support:

- ◆ Student support in classes 9/24 (tier 1)
- ◆ Pull-out (tiers 2 and 3)
- ◆ Math guided study hall

Support in classes:

- ◆ Goal is to do intervention in the room, support students and teachers
- ◆ Support students who don't have time in their schedule
- ◆ Work with small groups and whole class
- ◆ Daily warm up
- ◆ Weekly math reviews

Math guided study hall

- ◆ Goal is to re-teach concepts as needed, improve homework completion percentage, prepare students for tests, improve study skills
- ◆ Take out your homework -- Do it, check it, come get help
- ◆ Skill reinforcement activities
- ◆ If time permits, math related games
- ◆ Ability to see other teachers as needed

What our math pull out program includes:

- ◆ Direct instruction, guided practice, independent work model
- ◆ Use of technology and manipulatives (hands on)
- ◆ Spiral reviewing
- ◆ Games
- ◆ Regular progress monitoring

I do

We do

You do

We provide additional instruction beyond that which is provided in the core program. We try to fill the gaps in student learning and ensure they get back on track with grade level peers.

Progress monitoring gives us a way of documenting whether the intervention is working or not.

Communication

With each other – regular meetings

Staff – Attend team leader and dept head meetings
and report, presentations at staff meetings

Parents – letters, emails, handouts

Community – monthly article in school newsletter



Reading Resources

Fountas and Pinnell – Benchmark Assessment System

Scholastic Reading Inventory

Easy cbm.com

Wordvoyage.com

Aimsweb.com

Hip books www.hip-books.com

Orca books www.orcbook.com

Bluford series www.townsendpress.com

Magazines > Teen newsweek, Action, Kids Discover, Time for 'kids, current Events, Kids Discover, National Geographic

Informational Text

Science/Social Studies benchmark education > www.benchmarkeducation.com

Math Resources

See list of websites

Must have items:

Lots of file folders and sticky notes

Pencils, highlighters, calculators

White boards, markers, erasers, plastic sleeves

Blokus, Uno, Batik, 22 Kudu, Shut the box

Playing cards, dice, flash cards, equivalent trio cards

Assessment:

IXL

Thatquiz.org

easycbm.com

Keys to Reading Program Success

Differentiated, leveled, “good fit” reading material.

- Student choice

- Appropriate amount

- Topic relativity

- High interest

- Rigorous

Clear purpose must be set prior to every reading – know the why.

Frequent reminders and check-ins during and after the reading.

Common language across content areas.

KEYS TO MATH SUCCESS



High student engagement

- Lots of opportunities, immediate feedback, praise,
- Integration of skills and concepts, scaffolding and spiraling back

Use formal and informal assess

It is critical that teachers are well-informed about their students' understanding and mastery of content. It is critical that teachers are well-informed about their students' understanding and mastery of content.

Integrate Warm-Up Activities The use of quick warm-up activities in class can be beneficial for several reasons. One of the most common reasons students may need intervention is that they have not fully mastered prerequisites. You can use warm-up activities to review prerequisites and to gauge student mastery. Begin your lessons by having your students complete several problems that cover prerequisites

Assign Application Problems

Some students who have a cursory understanding of a topic may be able to perform relatively well on standard assessment questions. However, the lack of mastery of a concept can be illuminated via application problems.

Use Small Groups or Student Pairs

Having your students work in small groups or in student pairs is a beneficial instructional strategy for struggling students. Small groups or student pairs can be less intimidating for struggling students. Students may be more likely to ask questions and admit confusion when working in small groups or with another student.

Differentiate Instruction

When it comes to addressing students who need intervention, differentiated strategies may improve learning. The more varied instructional strategies you incorporate into your lessons, the more likely you will be able to reach all students.

Homework – quality, quantity, graded, purpose. Are you all on the same page?

White boards – you can't hide!

Spiral review – revisit, revisit, revisit. Out of sight out of mind!

Emphasize Real-Life Applications

By relating a math topic to something relevant in a student's life, you can help increase a student's interest in the topic, and help make mathematics more meaningful. By increasing their interest, you can help increase their motivation.

Consider Seating Arrangements

Sometimes intervention can be as simple as where your students sit in your classroom.

Road blocks and Issues

☠ Teachers who are not receptive to the program

🔔 The schedule

✓ Lack of resources

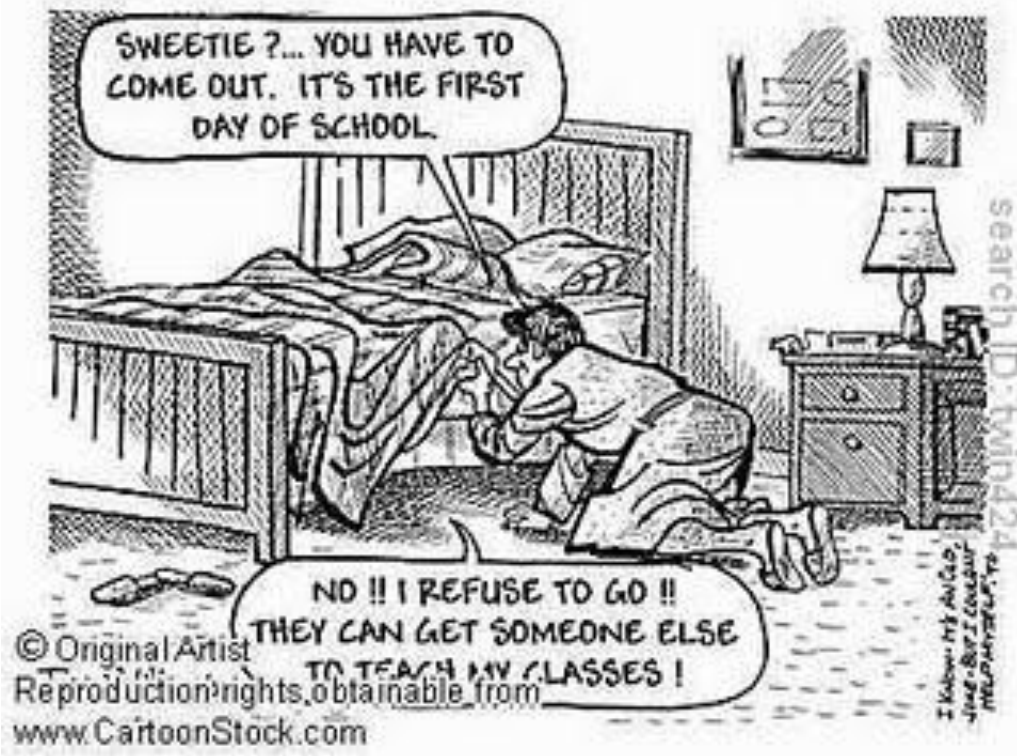
✓ The reality that so and so needs one on one and we don't have the manpower to do so.



- Reasons for making changes are not perceived as compelling enough
- Staff feel a lack of ownership in the process
- Insufficient modeling from leadership
- Staff who lack a clear vision of how the changes will impact them personally
- Insufficient system of support

Challenges to obtaining staff commitment

There are days when we feel like this.....



Is it working?

Yes, it's working.

How do we know it's working?

Anecdotal Notes

Comments from students, teachers, parents

Data

NECAP

NWEA

Math Facts

Is there room for improvement?

Absolutely.

What's next?

Paperwork – refining, streamlining

Classes – teaching small groups year long

Continuous improvement

Assessment – More? Less? Better ways?

Data management – working smarter not harder

Final thoughts

The dream begins with a teacher who believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick called "truth." ~Dan Rather~

The more you read, the more things you will know. The more that you learn, the more places you'll go."

~ Dr. Seuss, "I Can Read With My Eyes Shut!" ~

Last, but not least

Teacher Quality x Amount of Time = Ones' Growth

We are not where we want to be, we are not where we are going to be, but we are not where we were.

~Rosa Parks~

~ Thank you for attending. Good luck with your endeavors. ~